

**UAB** THE UNIVERSITY OF  
ALABAMA AT BIRMINGHAM.

SCHOOL OF HEALTH PROFESSIONS

# UAB Genetic Counseling Program Clinical Training Video

## Evaluations

---

# OUTLINE

---

Evaluations for each rotation

---

How to evaluate a student

---

Rotation grading

---

Student evaluation of the site  
and supervisor

---

# Rotation Evaluations

Completed  
by the  
**students**

- Case debriefing
- Evaluation of the rotation site
- Evaluation of the supervisor

Completed  
by the  
**supervisor(s)**

- Case debriefing
- Case sign off
- Midpoint evaluation
- Final evaluation

# Evaluating Students

## Case Debriefing

- After each clinic
- Reflective practice
- What went well
- Areas for improvement

## Case Sign Off

- After student enters cases
- Review entry and confirm or reject
- Inform student of what needs to be revised via email

## Midpoint Evaluation

- Midpoint of rotation
- In-person
- Student and program (separate)
- Review progress and goals
- Check in on assignments
- Not used for grading

## Final Evaluation

- End of rotation
- In-person
- Student and program (separate)
- Discuss progress and goals
- Set future goals
- Used for grading

# Midpoint and Final Evaluations

## Counseling Roles

- Pre-Session Counseling Roles
- In-Session Counseling Roles
- Post-Session Counseling Roles

## **Skill Level Scale**

- “Novice” to “Mastery”

## Universal Objectives

- Professional development
- **Frequency Scale**  
“Never” to “Always”

## Comment Boxes

- Each sub-section
- Strengths
- Areas for Improvement
- Future Goals

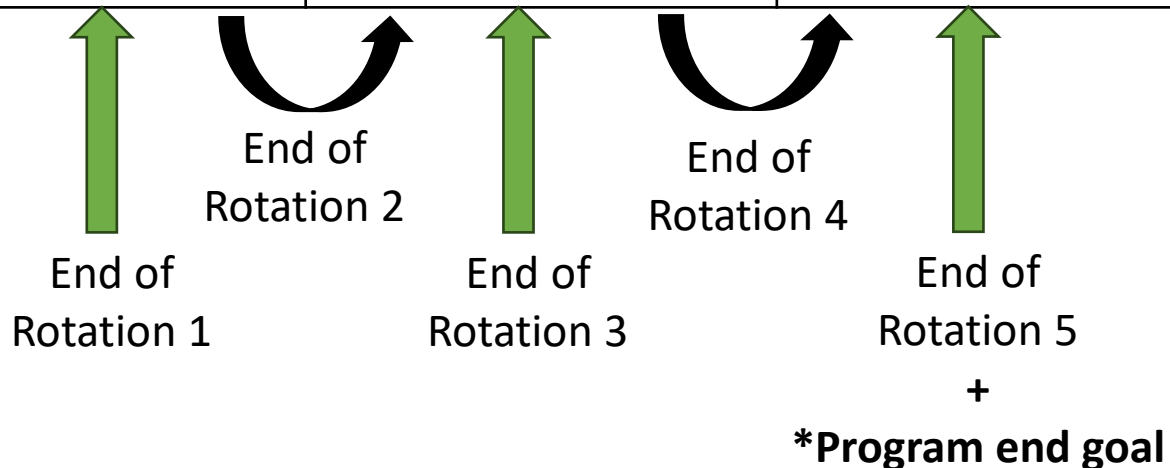
## Final Clinical Recommendation

- Overall recommendation from supervisor (final only)
- **Recommendation Scale**  
“Unlike to Succeed” to “Superior”

# Midpoint and Final Evaluations

Forget everything you know about standard Likert scales!

Novice	Advanced Beginner	Competent	Proficient*	Mastery	N/A
With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some constructive and some stylistic feedback	With minimal stylistic feedback	Did not have an opportunity to complete role



# Evaluation Feedback Definitions

Feedback Type	Definition	Examples
Instructional	Student <b>did not attempt</b> or complete a task when expected. Supervisor needs to correct <b>inaccuracies</b> within student's work.	<ul style="list-style-type: none"> <li>○ Student did not know they needed to create a differential diagnosis as part of case prep, so the supervisor needed to tell them to do it next time.</li> <li>○ Student identified indication-specific resources to give to a client, but it was not written in lay language.</li> <li>○ Student provided inaccurate or incomplete information to a client.</li> <li>○ Student inaccurately determined patient recurrence risk.</li> <li>○ Student incorrectly accessed a client's psychosocial needs.</li> </ul>
Constructive	Student's work <b>no longer has inaccuracies</b> . Supervisor provides <b>more effective</b> ways of organizing and delivering information or accomplishing skills.	<ul style="list-style-type: none"> <li>○ Student accurately described the phenotype of a syndrome, but the order in which they presented the information either needed to be different or more attuned to the client's immediate needs.</li> <li>○ Student recognized a psychosocial opportunity and attempted psychosocial counseling strategies, but a different strategy would have been more appropriate.</li> <li>○ Student creates visual aids that are factually correct but are overly complicated and need to be simplified.</li> </ul>
Stylistic	Student is <b>functioning independently</b> , all work is <b>accurate</b> , and delivery and organization is <b>effective</b> . Supervisor suggests alternatives to <b>fine tune</b> or <b>enhance</b> the student's skills, professional development, and reflective practice.	<ul style="list-style-type: none"> <li>○ Student did a nice job educating a client, but they could consider trying different visual aids to see what effect it may have on client understanding.</li> <li>○ Student appropriately met the psychosocial needs of a distressed client using reflections and empathy statements, but they could consider using different psychosocial skills in this situation in future such as advanced empathy or confrontation.</li> </ul>

# More examples

Feedback Type	Definition
Instructional	Student <b>did not attempt</b> or complete a task when expected. Supervisor needs to correct <b>inaccuracies</b> within student's work.
Constructive	Student's work <b>no longer has inaccuracies</b> . Supervisor provides <b>more effective</b> ways of organizing and delivering information or accomplishing skills.
Stylistic	Student is <b>functioning independently</b> , all work is <b>accurate</b> , and delivery and organization is <b>effective</b> . Supervisor suggests alternatives to <b>fine tune</b> or <b>enhance</b> the student's skills, professional development, and reflective practice.

The student writes a clinic note for a patient that includes very detailed accurate information. Overall, it is 10 pages long.

- **Constructive**

When discussing a high AFP screening result, the student spends most of their time discussing neural tube defects. The pregnant person previously reported highly irregular periods.

- **Instructional**

During pre-test counseling the patient stated they do not have any contact with their father. When discussing the patient's positive results and risk to relatives, the student asks if the patient has contact with any extended relatives on their father's side and how the patient feels about sharing results with those relatives.

- **Stylistic**



# More examples

Feedback Type	Definition
Instructional	Student <b>did not attempt</b> or complete a task when expected. Supervisor needs to correct <b>inaccuracies</b> within student's work.
Constructive	Student's work <b>no longer has inaccuracies</b> . Supervisor provides <b>more effective</b> ways of organizing and delivering information or accomplishing skills.
Stylistic	Student is <b>functioning independently</b> , all work is <b>accurate</b> , and delivery and organization is <b>effective</b> . Supervisor suggests alternatives to <b>fine tune</b> or <b>enhance</b> the student's skills, professional development, and reflective practice.

At the end of a session, the student says to the patient "You mentioned your daughter wanted you to come in for genetic testing. When she inevitably asks you about this appointment, what will you share with her?"

- **Stylistic**

During family history in cancer clinic, the student asks about the following for each family member: current age or age at death, any cancers and age of diagnosis, any other health issues, if they have children and how many, and any known environmental exposures.

- **Constructive**

During prep, a student is asked what they would recommend for medical management for a condition with no guidelines. The student has "no idea" what recommendations to make.

- **Instructional**

# Evaluation Progress Goals

	Novice	Advanced Beginner	Competent	Proficient*	Mastery	N/A
<b>Role (Practice-Based Competencies/PBCs)</b>	With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some constructive and some stylistic feedback	With minimal stylistic feedback	Did not have an opportunity to complete role
<b>Case prep (1.a.):</b> Perform comprehensive review of relevant information about the client and the indication for genetic counseling prior to the session.	<input type="radio"/>	<input checked="" type="radio"/>	<b>R1=Advanced beginner</b> Roles are completed with some instructional feedback			<input type="radio"/>
<b>Evaluate genetic testing options (1.c.):</b> Determine appropriate genetic testing strategies based on test methodology purpose, validity, reliability, and ethical considerations	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<b>R2=Approaching competent</b> Roles are completed with decreasing instructional and increasing constructive feedback		
<b>Utilize variant interpretation resources (1.c.):</b> Know when and how to use variant interpretation resources appropriately.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<b>R3=Competent</b> Roles are completed with minimal instructive and significant constructive feedback		
<b>Interpret genetic testing results (1.c.):</b> Interpret genetic testing results within the context of clinical presentation and be knowledgeable of testing next steps.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<b>R4=Approaching proficient</b> Roles are completed with no instructive and decreasing constructive feedback	
<b>Develop a counseling plan/agenda (1.b.):</b> Create a thorough plan and agenda for the session that includes pertinent education and counseling issues specific to the client's indication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<b>R5=Proficient or above</b> Roles are completed with some constructive and some stylistic feedback

# Universal Objectives

**Progress on Universal Objectives**

*(Question 11 of 19 - Mandatory )*

Objective (PBC)	Never	Rarely	Sometimes	Frequently	Always	N/A
Shows initiative and interest for professional growth (7.d.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates openness to supervision and feedback (7.d.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits behaviors that promote an inclusive, just, equitable, and safe environment for all individuals (7.c.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adheres to the genetic counseling scope of practice (7.a.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows applicable professional ethical codes (7.b.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes and completes assignments or work on time without sacrificing accuracy and reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains appropriate self-control under stress, change, or adverse conditions (7.d.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes to a collaborative work environment (6.d.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains a personal appearance in compliance with dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates with and responds to supervisors, clients, clinic staff, and other professionals in a respectful and timely manner (6.d.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates integrity, honesty, conscientiousness in work (7.b.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Final Clinical Recommendation** *(Question 14 of 19 - Mandatory )*

<input type="radio"/> Unlikely to Succeed	<input type="radio"/> Remediation Needed	<input type="radio"/> Needs Improvement	<input type="radio"/> Adequate	<input type="radio"/> Good	<input type="radio"/> Superior
---	--	---	--------------------------------	----------------------------	--------------------------------

# Evaluating Students-Helpful Tools and Tips

Syllabi  
Objectives

Feedback/Role  
Definitions

Cumulative

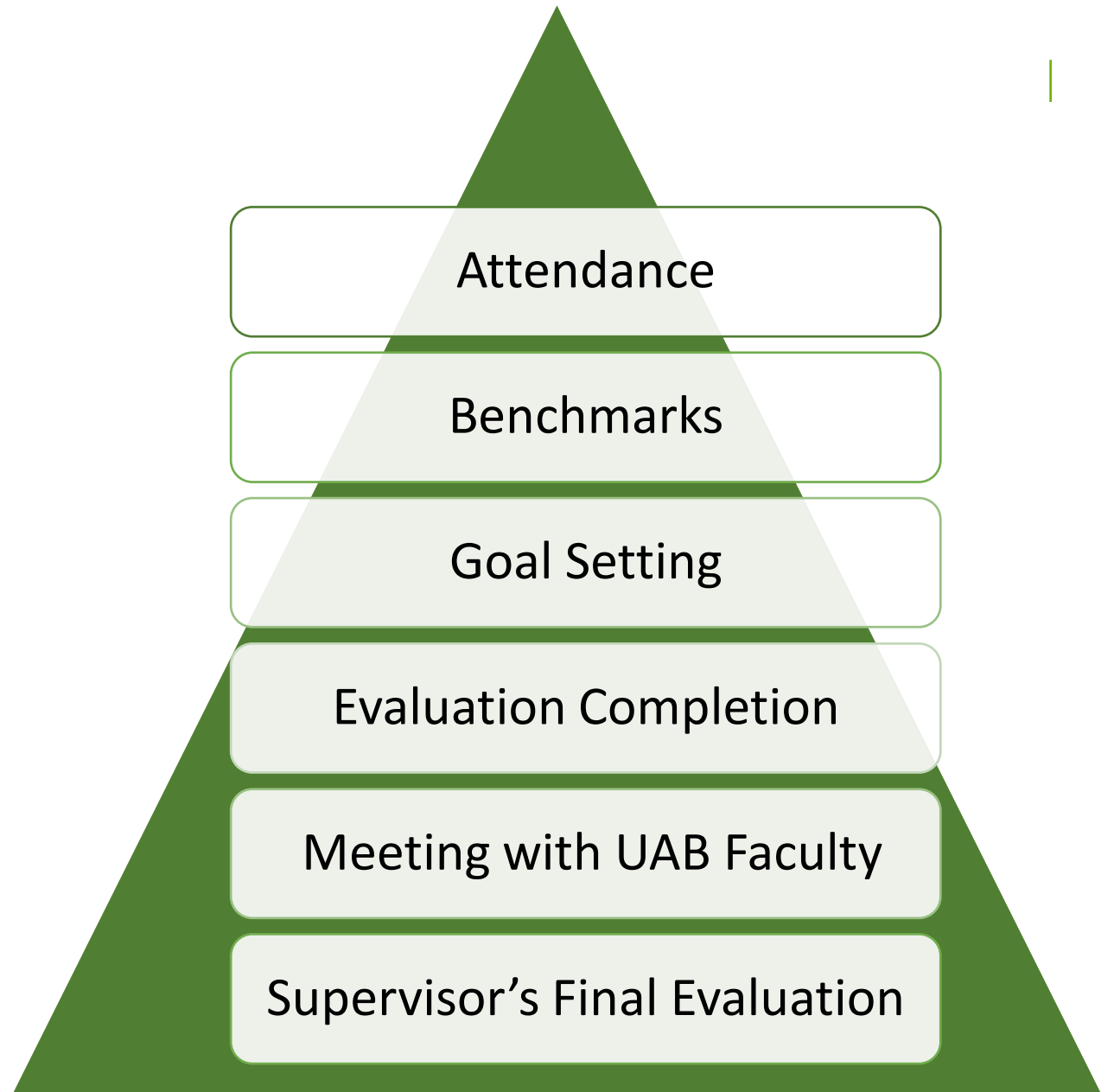
Objective

Gather Input

Program  
Faculty

# Rotation Grading

- Supervisors do not assign grades to students
- UAB Program faculty calculate grades
- Supervisors will not be aware of the students' grades for any rotation unless necessary



# Student Evaluation of the Site and Supervisor

## Evaluation of the rotation site

- Completed by final date of rotation
- Shared at final evaluation meeting
- Evaluates:
  - Organization
  - Opportunities
  - Feedback
  - Strengths/Areas for improvement

## Evaluation of the supervisor(s)

- Completed after the rotation
- Anonymous
- Received after student graduates
- Evaluates:
  - Characteristics
  - Expectations
  - Clinical experience

**UAB** THE UNIVERSITY OF  
ALABAMA AT BIRMINGHAM.

SCHOOL OF HEALTH PROFESSIONS

THANK YOU FOR WATCHING

Evaluations